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Malcolm Mann,
Steve Taylore-Knowles

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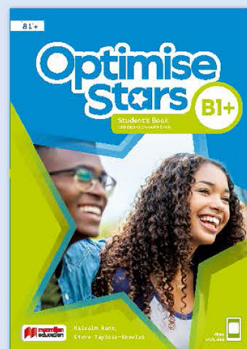
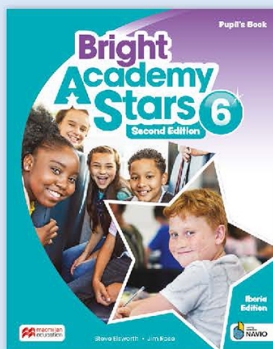
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Starter p 6–9		Grammar: tense review: present simple and continuous, stative verbs; -ing and infinitives		
UNIT		READING	GRAMMAR	VOCABULARY
1 	Lifelong learning (EDUCATION) p 10–19	<i>Back in time for school</i> Identifying synonyms  Multiple choice	 Tense review: past simple and past continuous <i>would, used to, be used to</i>	Words connected with <i>education/learning</i> Adjectives with -ful / -ive Phrasal verbs
2 	Go viral! (SOCIAL MEDIA) p 20–29	 <i>Social media detox</i> <i>We're crazy about online crazes!</i> Understanding pronoun references  Gapped text	 Modals (1): review Modals (2): deductions about the present	Nouns with -ity / -ness Collocations with verbs TV programmes
Review Units 1 and 2: Optimise your well-being Be a good friend / Revise Grammar and vocabulary /				
3 	Super cities (PLACES) p 32–41	<i>Visit Tokyo</i> Scanning  Multiple matching	 Tense review: present perfect simple and continuous Question review: question tags and question forms	<i>Places in the city</i> Words + prepositions
4 	Good times (FREE TIME) p 42–51	 <i>My bucket list</i> <i>Step out of your comfort zone</i> Deducing meaning from context  Multiple choice	 The future (1): <i>will, be going to</i> , present simple and continuous Comparatives and superlatives	Verbs/adjectives with -ate Phrasal verbs <i>Hobbies</i>
Review Units 3 and 4: Optimise your well-being Stretch your body / Revise Grammar and vocabulary /				
5 	Happy and healthy (HEALTH) p 54–63	<i>Six fascinating health facts</i> Understanding linking words and phrases  Gapped text	Conditionals (1): zero, first and second conditionals  Relative clauses	Words + prepositions Adverbs formed from adjectives Words connected with <i>health</i>
6 	Friends for life (RELATIONSHIPS) p 64–73	 <i>Best friend challenge</i> <i>A problem shared ...</i> Understanding attitude and opinion  Multiple matching	 Tense review: past perfect simple and continuous Connectors of contrast	Words connected with <i>friendship</i> Phrasal verbs Nouns with -ance / -ence / -ment / -ship
Review Units 5 and 6: Optimise your well-being Challenge your brain / Revise Grammar and vocabulary /				
7 	Natural wonders (NATURE) p 76–85	<i>Asilia Dunia: where the safari comes to you!</i> Understanding referencing  Multiple choice	 The passive Review: countable/uncountable nouns, articles, quantifiers	Words connected with <i>geographical features</i> Nouns formed from verbs Words + prepositions
8 	My kind of music (MUSIC) p 86–95	 <i>A machine-made musical</i> <i>From CDs to streams</i> Understanding text logic  Gapped text	 Reported speech Indirect questions	Idioms connected with <i>music</i> Phrasal verbs Nouns with -ant / -ist
Review Units 7 and 8: Optimise your well-being Expressing your gratitude / Revise Grammar and vocabulary /				
9 	On the ball (SPORT) p 98–107	<i>Four brilliant ball games!</i> Understanding paraphrasing  Multiple matching	Result clauses: <i>so, such, too, enough</i>  Conditionals (2): third conditional	<i>People in sport</i> Adjectives / nouns / verbs Phrases connected with <i>running</i>
10 	Just the job (WORK) p 108–117	 <i>A digital creative's job</i> <i>Imagine your future</i> Understanding implication  Multiple choice	 Modals (3): modal perfect The causative	Nouns with -er / -or Phrasal verbs Words connected with <i>work</i>
Review Units 9 and 10: Optimise your well-being Reducing stress / Revise Grammar and vocabulary /				
Preview B2 p 120–123		Grammar: the future (2): future continuous, future perfect simple and continuous; past tenses for the present/future		

Vocabulary: collocations with *come*, *do*, *make* and *take*, words connected with *technology*

LISTENING	SPEAKING	USE OF ENGLISH	WRITING
Predicting missing information  Sentence completion	 Comparing  Photo task	Verbs (1)  Open cloze	Giving advice  An informal letter/email  Learning to Learn: Being an active learner
Identifying attitude (1)  Multiple matching	 Making suggestions  Collaborative task	Nouns (1)  Word formation	Using good descriptions  A review  Learning to Learn: Staying focused

Action plan **Exam skills** p 30–31

Understanding responses to questions  Multiple choice Single extract	 Agreeing and disagreeing  Discussion	Collocations  Multiple-choice cloze	Giving examples  An essay  Learning to Learn: Planning essays
Listening for agreement  Multiple choice Extracts	 Talking about hopes and ambitions  Interview	Prepositions and short adverbs  Open cloze	Giving reasons  An article  Learning to Learn: Understanding and recording register

Action plan **Exam skills** p 52–53

Identifying attitude (2)  Multiple choice Extracts	 Expressing preferences  Photo task	Adjectives and adverbs  Word formation	Engaging the reader  An article  Learning to Learn: Evaluating sources
Predicting synonyms  Multiple matching	 Asking for clarification  Collaborative task	Verbs (2)  Key word transformation	Using narrative tenses  A story  Learning to Learn: Practising English outside the classroom

Action plan **Exam skills** p 74–75

Listening for opinion  Sentence completion	 Expressing and justifying opinions  Discussion	Nouns (2)  Word formation	Agreeing and disagreeing  An essay  Learning to Learn: Checking and proofreading your written work
Taking notes  Sentence completion	 Expressing uncertainty and speculating  Photo task	Idioms  Multiple-choice cloze	Making recommendations  A review  Learning to Learn: Improving your memory

Action plan **Exam skills** p 96–97

Distractors (1)  Multiple choice Single extract	 Talking about experiences  Interview	Conditionals  Key word transformation	Creating a good plot  A story  Learning to Learn: Giving and receiving feedback
Listening for gist  Multiple matching	 Organising your ideas  Photo task	Phrasal verbs  Multiple-choice cloze	Using formal and informal language  A formal letter/email  Learning to Learn: Preparing for exams

Action plan **Exam skills** p 118–119

Vocabulary: words connected with *describing people*, collocations with *do* and *make*

Starter

BE AN ESPORTS STAR! *by Olivia Watson*

Do you love playing video games with your friends? If you do, how would you like to win millions of pounds as part of an esports team? **NB Esports are becoming more and more popular.** There are a few simple things you need to do to become an esports star.

- ✦ **Choose your game.** Most esports players focus on one or two games. Choose something you like playing and that you are already good at.
- ✦ **Study your game.** People post videos online with tips and tricks. You need to watch all of them. The best players know everything about their game.
- ✦ **Practice makes perfect.** **Top esports players practise for hours every day.** When you are practising, look for ways to improve.
- ✦ **Find a team.** Most esports are team games. You can find teams on esports websites, but most teams want you to prove that you can play the game well. If you can't find a team, you might even think about starting your own!

Good luck!

ESPORTS ARE THEY GOOD FOR YOU? *by Jake Morgan*

One of our readers tells us his opinion of esports.

My friends and I love playing video games. But would I want to be a professional esports player? No way!

To be really great at esports, you need to practise – a lot! I've heard that some professional players spend up to 10 hours a day. That adds up to thousands of hours a year! Just think of all the other useful things you could be doing instead, like studying or learning a useful skill.

What's more, gamers sit for a long time when they play video games. This means that most players don't exercise enough. **We all know that it's important to be active.** Why not play real sports, such as football or tennis instead? Some gamers often eat snacks or junk food instead of proper meals – that's such an unhealthy lifestyle!

I think people should think carefully before they decide to get into esports. In my opinion, there are much better ways of spending your time!



READING

Multiple choice | A magazine article

1 ... In pairs or groups, look at the photo and the titles of the texts. Say what you think the texts are about.

2 Read the texts quickly and check your answers to Exercise 1.

3 ... **s.01** Read the texts again and answer the questions.

- 1 Which writer is trying to provide useful information? **Olivia / Jake**
- 2 Which writer is arguing against esports? **Olivia / Jake**
- 3 Which writer uses a more informal style? **Olivia / Jake**
- 4 Which writer thinks esports are exciting? **Olivia / Jake**
- 5 Which writer gives reasons for their opinion? **Olivia / Jake**
- 6 Which writer explains how to improve your skills? **Olivia / Jake**

4 ... Would you like to be an esports player? Explain why or why not in pairs.

Grammar in context

Find the extracts (1–3) in the texts on page 6. Then match the verbs in bold with the descriptions (a–c).

- 1 Esports **are becoming** more and more popular. _____
 - 2 Top esports players **practise** for hours every day. _____
 - 3 We **all know** that it's important to be active. _____
- a) something people do regularly
b) a stative verb
c) a changing situation

Remember

- Use the present simple to talk about facts and things people do regularly.
- Use the present continuous to talk about actions or situations happening now and for changing situations.
- Use stative verbs (e.g. *know, think, believe*) in the present simple.
- Some verbs can refer to either state or actions, but their meaning changes (e.g. *become, feel, have, imagine, look, see, smell, think* and *taste*).

See Grammar reference, Starter, page 138

1 Complete the sentences with the correct present simple or present continuous form of the verbs in brackets.

- 1 Eva's an esports player and she _____ (**practise**) for about eight hours a day.
- 2 I can't play video games at the moment because I _____ (**study**).
- 3 _____ you _____ (**know**) who the top esports players are right now?
- 4 The life of an esports player _____ (**seem**) to be easy, but it's actually hard work.
- 5 Esports _____ (**become**) more and more popular, and millions of people watch them.
- 6 A: Where's Sarah?
B: She's in her room and she _____ (**watch**) videos.
- 7 Some people _____ (**believe**) that too much screen time can be bad for your health.
- 8 My cousin _____ (**play**) *Fortnite* for an esports team every weekend.

2 In pairs or small groups, describe the photo below. Use the present simple and present continuous in positive and negative forms.

Think

Can playing computer games ever be good for people? How could people control the time they spend gaming or using screens?



VOCABULARY 1

Collocations with *come, do, make* and *take*

1 Match the collocations in bold in the sentences (1–7) to the definitions (a–g).

- 1 We have **come to an agreement** and I'm gaming only at the weekend now. _____
 - 2 You should **take my advice** when I tell you to spend less time on your phone. _____
 - 3 Could you **do me a favour** and lend me your tablet for five minutes? _____
 - 4 I **take your point** about limiting screen time for young children. _____
 - 5 I want to **do my best** to use social media less, so I've deleted my Instagram® account. _____
 - 6 I have **come to the decision** that I will only use my devices at the weekend. _____
 - 7 Practise a lot and you'll **make progress**. Soon, you'll be the best at this game! _____
- a) get better
 - b) listen to what I say
 - c) try hard
 - d) understand what you are saying
 - e) finally decided
 - f) do something to help me
 - g) finally agreed

2 Complete the sentences with the correct form of collocations in Exercise 1.

- 1 I always _____ when I play games and I hate losing.
- 2 I'm good at _____ and I always listen to what my friends suggest.
- 3 I think you _____ at school when you relax and stop worrying about grades.
- 4 I like _____ for people because it makes me feel useful.
- 5 I find it easy to _____ when I have to choose between different things.

3 ... In pairs or groups, say if the sentences in Exercise 2 are true for you. Explain why / why not.



VOCABULARY 2

Words connected with *technology*

1 Write the correct word or phrase below for each word or phrase in bold (in sentences 1–5). One word or phrase in bold has two answers.

fix gadgets limit mend online
posted on switch off

- 1 I love my electronic **devices**, especially my tablet. _____
- 2 If my tablet freezes, I usually **turn it off** and restart it. _____
- 3 Holly **uploaded** some photos to her Snapchat. _____
- 4 How much did it cost to **repair** your laptop? _____
- 5 Many parents want to **control** the amount of time their children spend on the **internet**. _____

2 Complete the questions with words and phrases from the box in Exercise 1.

- 1 Which electronic _____ do you often use?
- 2 How much time do you spend _____ each day?
- 3 Do your parents _____ the time you spend on your phone?
- 4 What was the last thing you _____ social media?

3 ... In pairs or groups, ask and answer the questions in Exercise 2.

Think

... How much time should teenagers spend online? Think for a moment, then talk to a partner about it.



GRAMMAR 2 -ing and infinitives

Grammar in context

Match the words in bold in the sentences (1–4) with the verb patterns (a–d).

- 1 Dad **made me turn off** my phone and do my homework. _____
 - 2 Tilly **agreed to lend** me her new video game. _____
 - 3 Turning my phone off **involves pressing** two buttons at the same time. _____
 - 4 Do you **want me to teach** you how to play this video game? _____
- a) verb + -ing form
b) verb + object + bare infinitive
c) verb + full infinitive
d) verb + object + full infinitive

Remember

- Some verbs and phrases are always followed by the -ing form, the full infinitive (with to) or the bare infinitive (without to).
- Some verbs take an object after the verb, e.g. Dad **asked me to go to the local shop**.
- Some verbs and phrases can be followed by different patterns without a change in meaning, e.g. *begin doing / begin to do, suggest doing / suggest you do*.
- Some verbs have a different meaning depending on which verb pattern is used, e.g. *remember doing / remember to do, forget doing / forget to do*.

See Grammar reference, Starter, page 138

1 Read the sentences. If the sentence is correct, put a 0. If it is incorrect, underline the mistake and rewrite it correctly.

- 1 Jake attempted to set a new record in the game but failed. _____
- 2 I'm planning inviting a social media blogger to talk to students at my school. _____
- 3 I watched my sister to play video games for a while. _____
- 4 You'd better not leaving your new phone on your desk. _____
- 5 He pretended being working, but I could see he was chatting online. _____

2 Complete the sentences with the correct form of the verbs in brackets. Add other words if necessary.

- 1 Do you _____ (deny / drop) my laptop?
- 2 My mum _____ (make / switch) the laptop off and study for my maths test.
- 3 Did you _____ (see / get) a new high score in my favourite video game?
- 4 I _____ (start / use) the app when suddenly my phone went dead.
- 5 I _____ (suggest / play) this game for 10 more minutes and then you should turn it off.

VOCABULARY 3 Word formation: adjectives with -able / -ible

1 S.02 Complete the table with the adjective form of the words below. Make any necessary spelling changes. Listen and check.

access admire advice believe fashion
horror identify permit reason reverse
sense terror

Adjectives with -able	Adjectives with -ible
admirable	accessible

2 Complete the sentences with words from Exercise 1. Sometimes more than one answer is possible.

- 1 It's a good idea to make your phone _____ by putting your own design on it. That way, you always know it's your phone.
- 2 It is _____ for parents to limit screen time for young children.
- 3 It's very _____ to have the latest smartphone, but I personally don't think it's important.
- 4 Looking at a screen so much can affect your eyesight, but the effect is _____.
- 5 It would be _____ if my parents said I couldn't use my phone for a week!
- 6 Most _____ people accept that you can't spend all your time online.

3 Choose three sentences from Exercise 2. Say whether you agree or disagree with them.

Research

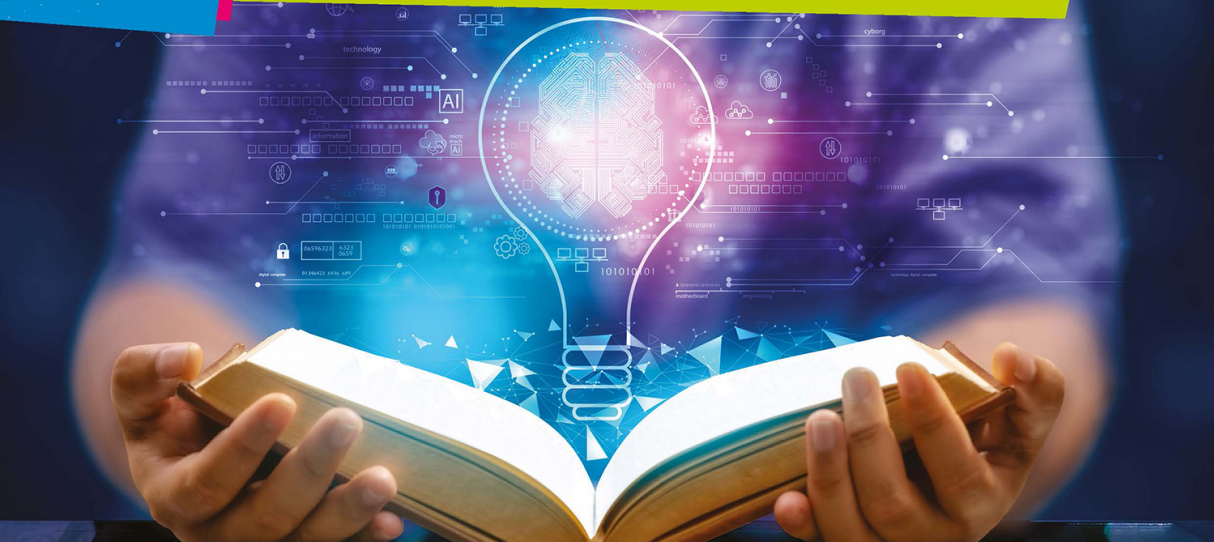
Find out how much time people spend online in different countries. Share your findings with a partner.

► Vocabulary reference, page 152



1

Lifelong learning



READING

Multiple choice | An article



Digital game

1 In pairs or groups, discuss the questions.

- 1 Think about the adults in your life. What do you think schools and classrooms were like when they were at school?
- 2 Do you think you would enjoy that kind of education? Why / Why not?

EXAM SKILL

Identifying synonyms

- In Reading exam tasks, the questions often use different words from those in the text.
- Before you read the text, identify and underline key words and phrases in the questions.
- Look for synonyms of these words and phrases in the text to help you answer the questions.

2 Look at the sentences. Then read the first three paragraphs of the article on page 11. Find synonyms for the underlined words and phrases.

- 1 Whose responses to how education used to be were shown on a TV programme?
- 2 What did the TV show find had changed?
- 3 What was in a normal classroom until the 1940s?
- 4 What was the main focus of education at that time?

3 In pairs or groups, ask and answer the questions in Exercise 2.

OPTIMISE your exam



Multiple choice

- Read the title and the text first for general meaning.
- Then read the questions and find the part of the text that each one refers to. Identify synonyms to help with this.
- Carefully read the questions and all the options again before you choose your answer.

4 1.01 Read the article. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 Before the 1940s, British classrooms were places where students
 - A learnt only about historical facts.
 - B found it hard to think usually.
 - C had to mostly keep quiet.
 - D could stop going at any time.
- 2 How did modern teenagers feel about education in the 1950s?
 - A They found the new subjects useful.
 - B They found the process odd.
 - C They found the science lessons unusual.
 - D They found the work hard.

Back in time for school

1



Imagine a classroom where girls learn typing and cooking, only boys learn science, and anyone who is left-handed has to write with their right hand. Now put a modern teacher and a group of teenagers into this type of classroom and film their **reactions** to 20th-century secondary education. That's what the BBC TV show *Back in Time for School* did. The result showed how much education evolved over the last century.

Each episode of the show was about a different time period, starting with the 1890s and working up to the present day. Up until the 1940s in Britain, a typical classroom had rows of wooden desks and a large number of students of different ages. The teacher was always in control of the class, and students sat in silence while the teacher was talking.

Students had to sit in silence for most of the lessons as they concentrated on what the teacher was saying. The **emphasis** was on learning facts, dates and multiplication tables. If you didn't enjoy school, at least you didn't have to go for very long because before 1918, most children left school at the age of 12! After that, the leaving age was 14.

As the show followed students through the decades, we saw how education began to change. In the 1950s, for example, the main purpose of school was to prepare children for the world of work. While the boys learnt woodwork and metalwork, the girls learnt secretarial skills. The modern teenagers on the TV show thought it was very strange to teach boys and girls different subjects, and the girls wanted to join the science lessons. The girls also missed playing football, which schools didn't allow them to do then.

Things got more interesting for students in the 1960s, with more emphasis on **creativity** and **self-expression**. At this time in the UK, all students took the 11+ exam before leaving primary school. Those who passed it went to grammar schools, where they learnt academic skills, while those who failed it went to different secondary schools and often learnt more practical skills. Modern teens on the show were shocked to learn that the result of one exam could be so important and **influence** so much of your future (even though a few places in the UK still have this system).

The 1970s and 1980s were a time of **significant** change in British education. The school-leaving age went up to 16 and **comprehensive schools** were introduced. These were comfortable, attractive buildings, with large glass windows to let in lots of light, and they accepted pupils of all abilities. Social attitudes were also changing, and the relationship between teachers and students became less formal. For the first time, students started to work with modern technology and subjects such as computer studies appeared. More people started to go to university and because of that, there was a lot of emphasis on exam results at the end of secondary school.

During the 1990s, technology such as video and computers became more common in classrooms, and the first version of the internet became available for the public. Schools began to feel more familiar to the people taking part in the show and the teenagers began to feel **at home**! In some schools, classrooms became more relaxed places where students were able to be creative and learn critical-thinking skills. Coursework and continuous learning became more important, and exams less important. Schools still prepared students for their future careers, but those careers were very different from the types of jobs available in the 1960s and 1970s, particularly for girls. The students on the TV show were very glad to get back to the present day and the classrooms they know. The past was an interesting place to visit, but they definitely didn't want to stay there!



- 3 Today's students were surprised that in the 1960s,
 - A one grade had a big effect on your life.
 - B they could be creative for the first time.
 - C less able students learnt practical skills.
 - D primary schools made students take exams.
- 4 In the 1970s and 1980s, changes in society
 - A meant more schools were needed.
 - B were welcomed by head teachers.
 - C produced harder-working students.
 - D led to a more relaxed attitude in class.
- 5 One change that happened in the 1990s was that
 - A schools focused less on exams.
 - B courses became longer.
 - C coursework became more demanding.
 - D exams now tested creativity.

5 Find highlighted words or phrases in the article which match these definitions.

- 1 the type of state schools most students in the UK go to: _____
- 2 the use of imagination or new ideas: _____
- 3 feelings or actions caused by a situation: _____
- 4 showing your personality through art, writing, etc.: _____
- 5 have an effect on: _____
- 6 comfortable, relaxed: _____
- 7 special importance: _____
- 8 large and important: _____



What problems do some people face in getting a good education? What can we do about those problems?

Grammar in context



Grammar video

1 Look at the text on page 11 and find all the verbs in the past simple and past continuous, including negative forms. How many did you find? Compare with a partner.

2 Look at these extracts from the text and explain why we use the past continuous, not the past simple, in the part in bold. The reason is different for each sentence.

*The teacher was always in control of the class, and students sat in silence while the teacher **was talking**.*

*Social attitudes **were** also **changing**, and the relationship between teachers and students became less formal.*

Remember

Use the **past simple** for:

- a completed action or event in the past.
*I **wrote** her a thank you letter and she **replied** a week later.*
- a habit or repeated action in the past.
*She **practised** on her skateboard every day.*

Use the past continuous for:

- an action or situation in progress in the past at a particular moment or when another action in the simple past happened.
*The sun **was shining** this morning.*
*The sun **was shining** when we arrived at the beach.*
- a developing or changing situation in the past.
*When my grandparents **were** young, schools **were becoming** nicer places to be.*

See Grammar reference, Unit 1, page 139

1 Complete the sentences with the past simple or past continuous form of the verbs in brackets. Sometimes both are correct. In that case, explain the difference in meaning.

- My sister _____ (**not learn**) how to ride a bike until she _____ (**leave**) primary school.
- It _____ (**rain**) heavily so we _____ (**not have**) football practice.
- When _____ (**you / learn**) to play chess so well?
- Jake _____ (**show**) me how to do a magic trick while I _____ (**stay**) at his house.
- I _____ (**watch**) a video on YouTube™ when I _____ (**realise**) I was late for class.
- What _____ (**you / do**) when the fire alarm _____ (**go off**)?
- Our teacher _____ (**explain**) something when Olivia _____ (**put**) her hand up to ask a question.

2 Complete the text with the past simple or past continuous form of the verbs in brackets.

How (1) _____ I _____ (**learn**) to skydive? I went to classes and practised!

Three years ago, my family and I (2) _____ (**visit**) an air show when I (3) _____ (**see**) some skydivers jump from a plane! It looked amazing! I decided that I wanted to do that, but I (4) _____ (**not know**) where to start.

As we (5) _____ (**drive**) home from the air show, I (6) _____ (**go**) online and did some research. By the time we got home, I had a plan! I (7) _____ (**find out**) there was a skydiving simulator near where we live – the perfect way to practise.

So, I (8) _____ (**start**) to go to classes. It was a lot of fun, but I really wanted to jump from a plane. One day, as I (9) _____ (**practise**), my trainer (10) _____ (**say**) there was a chance to go up in a plane that weekend. I was so excited!

That Saturday, my trainer and I jumped together – it was the best feeling ever. Then, as we (11) _____ (**fall**) towards the Earth, he (12) _____ (**open**) the parachute. We came down slowly and landed gently. I can't wait to do it again!



3 Read the questions. If the question is incorrect, underline the mistake and rewrite it correctly. Then ask and answer with a partner.

- What did you do at 8 o'clock last night? _____
- What were you doing this time last week? _____
- What were you doing last weekend? _____
- What were you doing when you last got a message on your phone? _____
- What did you do when you last got a message on your phone? _____



Words connected with *education/learning*

- 1** **1.02** Complete the sentences with the correct form of the verbs below. Sometimes more than one answer is possible. Listen and check.

beat manage progress succeed

- 1 The driving test was tough, so she was surprised that she _____ to pass it.
- 2 It's amazing. It's the first time we've _____ that team in five years.
- 3 After a lot of practice, I finally _____ in doing an 'ollie' on my skateboard.
- 4 At first, I was terrible at juggling, but after two weeks I was _____ well.

accomplish achieve come first overcome

- 5 The explorers _____ a lot of problems before they reached the South Pole.
- 6 I was pleased that Julia _____ in the class test because she had done a lot of revision.
- 7 I _____ a new best time for swimming 1,000 m at the weekend.
- 8 We _____ a lot this morning because everyone worked really hard.

come last fail lose suffer

- 9 Some of the players started crying when they _____ the final match.
- 10 I felt awful. I didn't expect to win the race, but I didn't think I would _____ either.
- 11 Jack was really disappointed when he _____ his French exam for the second time.
- 12 My team _____ a painful defeat to England in the World Cup Final.

Adjectives with *-ful* / *-ive*

- 2** **1.03** Complete the table with the adjective form of the words below. Listen and check.

act attract create effect ~~harm~~ pain play
product secret stress thank use

Adjectives with <i>-ful</i>	Adjectives with <i>-ive</i>
harmful	active

- 3** Complete the sentences with the adjective form of the words below.

act create harm play thank use

- 1 Jack's very _____. He does really beautiful drawings and paintings.
- 2 Our new kitten is very _____ and a lot of fun!
- 3 My sister moved away to college and found that being able to cook was a _____ skill.
- 4 I need to get more _____ in order to get fit for the athletics competition later this year.
- 5 Eating junk food can be _____ to your health if you do it too often.
- 6 I fell during my climbing lesson. I'm _____ I wasn't very high up.

- 4** Choose three adjectives from Exercise 2. Think of things or people those adjectives describe. For example, *useful: a smartwatch*. Tell your partner what you have chosen and why.

Phrasal verbs

- 5** **1.04** Look at the phrasal verbs in *italics* in the sentences. Then choose the best meaning (a or b) for each one. Listen and check.

- 1 Learning some musical instruments helps you *build up* muscle strength.
a) decrease b) increase
- 2 I understood the instructions, but it was difficult to *carry them out* in practice.
a) follow b) remove
- 3 Sarah used to need arm-bands when she went swimming, but she's learnt to *do without* them now.
a) survive without b) use in a different way having
- 4 I didn't listen to Dad's directions and we *ended up* in the wrong place.
a) had to stop b) eventually arrived
- 5 The instructor told them to stop talking and *get on with* packing their equipment.
a) make progress b) have a good relationship
- 6 I don't know how you *put up with* such an annoying neighbour.
a) like, enjoy b) accept, allow
- 7 What did you *get up to* last night? Anything interesting?
a) do b) buy
- 8 I've no idea how you *go about* teaching a dog to dance!
a) travel around b) start and continue in the right way





1 In pairs or groups, discuss the questions.

- 1 Have you ever done these activities? Say when and what happened.

camped in the woods cooked on a campfire
done first aid on an injured person
found your way using a map
got lost in the countryside
met a wild animal swum outside at night

- 2 If you were going on an adventure weekend, what would you take with you? Why?

EXAM SKILL

Predicting missing information

- Predicting what you are listening for can help you decide on the correct answer.
- Before you listen, look at the gaps and decide what kind of word might complete each one. For example, question 1 in Exercise 4 is almost certainly a number. Question 2 might be an adjective.

2 Look at sentences 1–4 in Exercise 4. For each gap, cross out the options below that **couldn't** fill the gap. Add one more option that could.

- 1 fifteen ten happy many _____
2 cold old excited uncomfortable _____
3 teacher teachers guards tutor _____
4 stone stones metal weapon _____

3 Look at sentences 5–8 in Exercise 4. Write a word or phrase below that could complete each sentence. Then think of another word that could fill each gap.

a rope cold medical care together

- 5 _____
6 _____
7 _____
8 _____

OPTIMISE your exam

Exam Sentence completion

- In this exam task, you have to complete the sentences with the exact words you hear.
- You usually complete the sentence with between one and three words.
- Always read your completed sentences to make sure they make sense.

4 1.05 Listen to teenager Julie Spencer talking about an adventure weekend. Complete the sentences with a word or short phrase.

- 1 Julie spent the weekend with approximately _____ other teenagers.
2 The large hut they slept in was _____.
3 Kelly was one of the _____ at the camp.
4 Julie says that 'flint' is a kind of _____.
5 Julie now knows how to do some basic _____.
6 They would climb a rock face and then come down again _____.
7 Julie describes the water in the lake as _____.
8 Another skill they learnt was how to safely use _____.

5 1.05 Listen again and check your answers. Don't leave any gaps empty.

Research

Where can you go rock-climbing in your country? Find out and tell a partner where you can go and what you can do there.



Grammar in context

Match the extracts (1–3) from the listening on page 14 with the descriptions (a–c).

- 1 *They would take us into the forest.* ____
- 2 *I used to be in the Girl Guides.* ____
- 3 *I'm used to swimming in the swimming pool.* ____
- a) This describes a situation which the speaker is familiar with at the moment.
- b) This describes a repeated action in the past.
- c) This describes a state which was true but isn't true anymore.

Remember

- Use *would* or *used to* for past habits.
*When I was young, I **would** always go swimming on Saturdays.*
- Use *used to* for past states, but not *would*.
*When I was young, I always **used to go** swimming on Saturdays.*
- Use *used to* for past states, but not *would*.
*I **used to like** playing the trumpet, but I'm not so keen now.*
- Use *be used to* + -ing form / noun for something that we have done often and is not strange or unusual for us.
*I'm **used to writing** thank you letters, so they don't take me long.*
*She's **used to cold water**, so swimming in the ocean doesn't bother her.*

See Grammar reference, Unit 1, page 139

1 Choose the correct word or phrase. Sometimes both are correct.

- 1 Josh isn't used to **make** / **making** his own lunch.
- 2 My dad **used to** / **would** drive me to school every morning.
- 3 I **would always** / **always used to** stay up until midnight on New Year's Eve.
- 4 Lauren never used **listen** / **to listen** to The Weekend until recently.
- 5 **Are** / **Did** you used to doing lots of homework, or is it unusual for you?
- 6 Years ago, people **didn't use** / **wouldn't** have video calls like we do now.
- 7 Tom **would** / **used to** spend hours playing video games while I was studying.
- 8 My parents go to work early, so I **used** / **'m used to** making my own breakfast.

2 Rewrite the underlined words using *would*, *used to* or *be used to*. Sometimes more than one answer is possible.

- 1 When Diana was a teenager, she was quite shy.

- 2 But secretly, Diana dreamt of being a famous comedian.

- 3 She spent hours reading joke books and practising telling jokes in front of the mirror.

- 4 She didn't tell any jokes at school though because of her shyness.

- 5 Today, she is a famous and successful comedian and she feels comfortable telling jokes in front of thousands of people.

- 6 She still feels strange when people recognise her in the street and ask her to tell them a joke.



3 Complete each sentence with the correct form of *used to* or *be used to*. Tell a partner if each statement is true or false for you and give more details.

- 1 I _____ making my own breakfast.
- 2 I _____ feel differently about English lessons.
- 3 I _____ working hard for class.
- 4 I _____ travel to school in a different way.
- 5 I _____ hate eating vegetables.
- 6 I _____ spending hours playing video games.



Me

- In pairs, tell each other about the topics below:
- two things you used to do, but you don't do now.
 - two things you're used to doing.

